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ABSTRACT

This field experiment tested the effects of cuing high school students about political news shown on Whittle Communication's Channel One. Eighty high school students who, in school, watch a daily Channel One newscast were tested for recall of a news story about the presidential primaries. Those students who have a strong interest in political issues and who received a brief description (a 267-word schema cue) explaining presidential primaries prior to viewing the Channel One news program recalled 36% more information than other highly politically interested students who were not given a brief cue about the nature of presidential primaries prior to the viewing. For students without much interest in politics, reading about the primary system before watching the telecast had no greater effect on recall than those who did not read the cue. (Three tables of data are included. Contains 46 references. (Author)

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Whittle's Channel One:

Powerful Effects for Politically Interested High School Seniors

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RUNNING HEAD: CHANNEL ONE

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Abstract

Whittle's Channel One:

Powerful Effects for Politically Interested High School Seniors

This field experiment tested the effects of cuing high school students about political news shown on Whittle Communication's Channel One. Eighty high school students who, in school, watch a daily Channel One newscast were tested for recall of a news story about the presidential primaries. Those students who have a strong interest in political issues and who received a brief description (a 267-word schema cue) explaining presidential primaries prior to the viewing the Channel One news program recalled 36% more information than other highly politically interested students who were not given a brief cue about the nature of presidential primaries prior to the viewing. For students without much interest in politics, reading about the primary system before watching the telecast had no greater effect on recall than for those who did not read the cue.

Whittle's Channel One:

Powerful Effects on Politically Interested High School Seniors

Since the 1970s television has been considered an important and influential source of political socialization. Early studies of this phenomenon focused on relationships between children's self-reported media exposure and their political knowledge (Atkin, 1977; Atkin & Gantz, 1978; Chaffee, Ward, & Tipton, 1970). Although some general effects were identified, Atkins and Gantz (1978) concluded television news programming has a much "greater impact under certain conditions relating to capacities and predispositions of receivers" (p. 196).

In recent years, researchers have identified various individual differences that mediate the effects of media sources on political beliefs and cognition. Some of these individual differences include attitudes (e.g., about equality, rights, and law and order), prior political knowledge (i.e., expertise), cognitive complexity, and political involvement (Fiske & Kinder, 1981; Fiske, Kinder, & Larter, 1983; Sidelnick, 1989). Much of this research has taught us the importance of identifying and measuring the influence of individual differences in normal, everyday contexts.

The daily, in-school cablecast of Channel One, a private television news venture of Whittle Communication, provides a unique opportunity to investigate the effects of news media exposure on students' political cognitions within a normal viewing context.

CHANNEL ONE

Channel One beams 10 minutes of news plus 2 minutes of advertisements via satellite into more than 10,000 high school and middle school classrooms throughout the country. Currently, more than six million students are exposed daily to Channel One (Konrad, 1992).[1]

Schools that use the program receive $50,000 worth of free video equipment (television sets, videocassette recorders, and a satellite dish). The equipment can be used for other purposes and the package comes with classroom materials (recommended readings, glossary, etc.) to incorporate Channel One into the curriculum. Schools sign a contract agreeing to show the entire program--with commercials intact--to every student every day, and at the same time, as well as not to show other news programs in the school.[2]

Does Channel One Increase Public Affairs Knowledge?

A recent National Education Association research project found that of students exposed to Channel One, only 40 percent actually watch the program (Konrad, 1992). But do the students who watch Channel One know any more about current events than those students who have not been exposed to Channel One? In June 1989, during Channel One's trial period, Whittle Communications claimed that assessment tests of current world and national affairs showed that students who watched Channel One got 53% of the items correct while the control group got only 36% correct (Rudinow, 1989-1990). Yet another 1992 study reported that students in Channel One schools learn news and public affairs from the program, value advertised products more highly, and report more materialistic attitudes (Brand & Greenberg, 1992).

Other research findings, however, challenge conclusions that students learn from Channel One. During the same initial trial period in June 1989, a test conducted by the *Columbia Journalism Review* found no difference for current events scores between experimental (Channel One-exposed) and control groups (Rudinow, 1989-90). A recent study

by John Supovitz of the Southeastern Educational Improvement Laboratory in North Carolina indicated that "commercial video news programs, television news produced specifically for students, by themselves have no significant impact on student knowledge of current events" (Supovitz, 1991). Results of the study showed that students who watched video news programs did not show significantly greater improvement in current events knowledge than those students who did not watch video news programs.

But the evidence is not all negative; for students in a Mississippi school, when teachers integrated the video news programs into their lessons, there was significantly better knowledge of current events than when the newscasts were not integrated into the curriculum or where there was no video news service at all (Supovitz, 1991). And, a three-year University of Michigan study (sponsored by Whittle Communications) found, after the first year, the news program had the greatest impact on the brightest students when teachers incorporated Channel One content into their daily lessons, but the study concluded that Channel One and other television news programs are generally "too fast-paced and fragmented to deepen students' understanding of current events" (Chira, 1992).

It would appear then that there are some conditions under which students exposed to Channel One would be expected to demonstrate greater levels of public affairs knowledge. Student learning of news and political information is no doubt enhanced by the amount of interest the student has in politics. During this presidential campaign, Channel One's coverage of presidential primary elections provided a steady source of information about the presidential primary to students in Channel One schools. But are politically interested students differently affected by this steady source of political news than are students uninterested in politics?

POLITICAL INTEREST AND PARTICIPATION

Before an American 18-year-old votes for the first time, he or she experiences socialization to the political system. Political interest develops during adolescence and into adulthood. The "universal underlying variable in political socialization is age or life stage" (Kinder & Sears, 1985, p. 715). Atkins and Gantz (1978) describe political socialization as a "developmental process by which children and adolescents acquire cognitions, attitudes, and behaviors relating to their political environment" (p.184). Political socialization results from many factors including the home (parent and sibling communication), school, and peer environments.

Social Influences

Social influences affect a child's political views and how the individual becomes politically involved as an adult. Parents, teachers, and friends or peers are agents with whom young children most often discuss politics and related topics (Minn & Williams, 1989). In a study dealing with social influence on fifth and sixth graders, researchers looked at how three agents (parents, teachers, and friend/peers) interact, and the influence the degree of agreement between these agents has on children's political socialization. Results of the study showed that the presence of influential adults who comment about politics contributes to the child's political socialization (Minns & Williams, 1989). In addition to these influences, the mass media (television, radio, newspapers, etc.) are shown to play an important role in political socialization.

The Media and Political Understanding

Audience comprehension of television news has received increasing attention (Edwardson, et al., 1981; Findahl & Hoijer, 1984; Graber, 1988; Gunter, 1980; Son & Reese, 1987; Wicks, 1986; Woodall, Davis and Sahin, 1983). Among individual differences most crucial to news comprehension are differences in cognitive processing abilities--abilities

that are developing during childhood and adolescence. The notion of a "schema"[3] has been used to examine the interplay of prior knowledge (expertise) and cognitive skill in processing of television news content (Fiske & Kinder, 1981; Lau & Sears, 1986; Wicks, 1986; Wicks, 1992).

One major aspect of cognitive skill is ability to classify, i.e, identify or recognize stimuli, as members of meaningful categories known from previous experience. Classification occurs in at least two ways: bottom-up and top-down. Bottom-up processing refers to perception and classification of sensory information and is described as data-driven. Top-down processing is hypothesis driven--this type of processing begins with a concept of a classification category, e.g., presidential primary, and applies incoming data from the environment to the already existing category (e.g., election outcomes) (Zimbardo, 1985, pp. 176-177). For top-down processing to occur, the individual must have a conceptual framework or schema. New information may then be assimilated into that schema (modified to fit) or the schema may be restructured to fit the new information (accommodation) (Miller, 1989).

Research on television news recall supports the importance of top-down processing. The best remembered news stories are those that include causes and effects, but that this type of background is rarely provided (Gunter, 1980). Television news, with its emphasis on specific events and visuals, enhances young viewers' concrete event knowledge rather than their fundamental political knowledge (Garramone & Atkin, 1986). A recent study by Brand and Greenberg (1992) demonstrated that while students in Channel One schools learn current events from the newscasts, they have less intense attitudes about issues than students in schools without Channel One.

An individual's prior knowledge and cognitive skills are crucial in the development of schema (Fiske, Kinder & Larter, 1983; Graber, 1988; Zimbardo, 1985) the assimilation and

accommodation of new information (Piaget, 1970). Cognitive skill and prior knowledge (expertise in the domain) correlates with age and education (Fiske et al., 1983; Miller, 1989).

Evidence of poor recall of nightly television news stories, raises questions about the activation of schemata by exposure to televised news (Graber, 1988). Graber found that for adults, only one out of approximately 15 to 18 news stories could be recalled from a news broadcast seen a short time earlier. Rather than reaching the conclusion that little or no processing occurred, Graber suggests that most of the "new" information merely confirms information that the viewer already possesses and therefore does not really stimulate the development of a new schema.

Graber's observation suggests evidence from the work of Gavriel Salomon who has identified a process he calls AIME--the amount of invested mental effort in nonautomatic elaboration of material. Saloman expects the viewer's investment of mental effort (AIME) to increase when new information cannot be easily assimilated into existing schemata--but to decrease when the individual thinks that the material is overly familiar (Salomon, 1983). This expectation is consistent with Graber's suggestion that over-familiarity leads to low recall. Another factor Salomon identified as influencing the amount of mental effort expended by viewers is the absence or presence of the instruction to pay attention, i.e., a cue. Children instructed to pay attention performed better on a post-viewing recall measure than children who were not instructed to pay attention (Salomon, 1983). This positive effect on television viewer recall suggests that typical expenditure of mental effort does not reveal viewers' potential processing capacity (Salomon, 1983).

The Viewing Context

In addition to the individual's cognitive skills and prior knowledge, some researchers see the viewing context as a significant factor affecting schema development. Watching the news

under normal conditions allows research subjects to process the news in their typical manner (Graber, 1988).

The research methods that most easily accommodate natural viewing, however, present research problems. Surveys include uncontrolled influences that will confound efforts to identify significant effects (Lau, 1986), and past studies of the influence of exposure to television news on young viewers' political knowledge often concentrated on self-reported data about newscast viewing (Bachen & McLoughlin, 1986; Garramone & Atkin, 1986). Observational studies, on the other hand, introduce the potential disruptive effects of the observer in the home (Lull, 1980).

Attempts to distinguish schema processing effects favor experimental manipulations that are difficult to achieve in a natural setting (Wicks, 1992), but before the advent of Channel One as a regularly scheduled classroom event, it was very difficult to study the effects of newscasts on students' political knowledge, except by survey or in an artificially manipulated experimental exposure to a telecast. The research reported here takes advantage of the "naturalness" of the classroom as a setting in which to study the effects of this particular technology.

THE RESEARCH QUESTION

The researchers asked the question, How does the introduction of a "schema cue" interact with prior levels of political involvement and interest to affect recall of the political information presented in a Channel One newscast about the presidential primary?

Prior to developing the study we viewed several Channel One newscasts. These newscasts, like those observed in other research (Graber, 1988; Gunter, 1980) lacked cause and effect background--background that creates a framework, and cues existing schemata for enhanced top-down information processing. Thus, we developed a "schema cue" intended to cue the politically interested and involved students' conceptual framework about the presiden-

tial primary process and to focus their attention on the topic of the presidential primaries. The authors reasoned that if politically interested students were given a cue that provided background about the presidential primary process, recall of a news story about the outcomes of one day's presidential primaries would be improved. Schema theory suggests this improvement would occur because the cue would stimulate the students' own organizing framework or schema allowing them to better assimilate the discrete, event-type information reported in the newscasts, leading to enhanced recall particularly for students who are politically interested and most likely to have a well-developed political schema, and that an interest in politics would lead these students to pay more attention to the newscast.

Formally stated the hypothesis is:

Students who are high in political interest and involvement and who are cued about the presidential primary process prior to viewing Channel One will recall significantly more than students high in political involvement who were not so cued.

METHOD

A field experiment was conducted with high school seniors from a school of approximately 1,200 students in a mid-sized southern university community. Students from seven first-period classes were invited to participate.[4]

The Experiment

As students entered their first period classroom, a researcher with the teacher's help handed out either experimental or control texts attached to a sealed questionnaire booklet precoded for subject identification.[5] Next, students were asked to read the text immediately. No mention was made about Channel One by the researchers.[6,7]

The text for both the treatment and control groups was equivalent in word count and readability. The control group's text discussed the benefits of good nutrition. The experimental group's schema cue consisted of seven short paragraphs (266 words) and

described the overall presidential primary process.[8] Channel One cablecasting of the daily newscast began as the first-period classroom bell rang. Immediately following the news, a cablecast produced by the high school was shown. This brief program included the Pledge of Allegiance and daily announcements. The television then automatically turned off.

Researchers then collected both experimental and control text sheets and asked students to break the seal on the booklets and answer questions in the best way possible. Booklets were collected when students were finished. It took students on the average about 8-10 minutes to fill out the questionnaire. Students were debriefed on the purpose of the study and thanked for their time and contribution.

Political Involvement & Interest Measures

To measure a student's political involvement and interest, Campbell's 1968 index of political participation (Robinson, Rusk, & Head, 1968) was adapted to the presidential election situation. The "end product" of political involvement is typically seen as the extent to which an individual is involved with the candidate and political party (i.e., work on a campaign, mail flyers, discuss politics with others), expresses interest in the election outcome, and votes (Kinder & Sears, 1985). Eleven questions measuring involvement, interest, and voting behavior included actions believed to reflect political involvement, such as wearing a political button, displaying a political sticker, giving money, discussing the 1992 presidential election with family, friends, or in class, and working on the campaign of any presidential candidate. An additional question probing interest in the outcome of the upcoming presidential election was included, i.e., "How interested are you in who is elected president in the 1992 election?"

Political Knowledge Measures

The dependent variable index consisted of seven questions (two closed-ended and five open-ended) probing recall about the presidential primaries held on the preceding day and

discussed on Channel One that day. The open-ended questions allowed for multiple correct responses for a total of 21 possible correct responses. These included: a) "In what states were people voting yesterday?" (The correct answers were: Kansas, Minnesota, New York, & Wisconsin.) b) "Who were the Democratic candidates in yesterday's elections?" (The correct answers were: Jerry Brown, Bill Clinton and Paul Tsongas.) c) "List the Democratic winners and the states in which they won yesterday." (Clinton won in all 4 states.) d) "In what city or cities was the Channel One reporter in when he/she reported yesterday's election results?" (The correct answer was New York.) and e) "Which candidates did Channel One show giving a speech after the election results had been announced?" (The three correct answers were: Jerry Brown, Bill Clinton and Paul Tsongas.) The two closed-ended questions were: a) "The Presidential campaign was in the Channel One news today." b) "The type of election that was held today is called: congressional election, presidential primary, presidential nomination, or don't know."

A Check on the Effectiveness of Our Schema Cue

Two items were included to probe information from the text of the experimental "schema cue" to verify the effectiveness of the experimental manipulation: "Who will nominate a presidential candidate at the Republican National Convention?" (multiple choice) and "In what city will the Republican National Convention be held this summer?" (free recall).

Did the Students Pay Attention to the News Program?

A two-part question was included to determine if students were at their desk when the Channel One newscast began: "Were you at your desk in time for the 7:25 A.M. bell today?" and "If yes: Did you watch the beginning of today's Channel One program?"

FINDINGS

The Effects of Schema Cue Manipulation

Those in the experimental schema cue condition appear to have learned at least some of the information presented in the cue. For the question, "In what city will the Republican National Convention be held this summer?", 35.9% of those in the cued group answered correctly compared with only 7.3% of those in the non-cued group [Chi-square (1) = 9.76, $p < .002$]. For the second manipulation check question: "Who will nominate a Presidential candidate at the Republican convention?", 84.6% of those in the cued group answered correctly compared with 51.2% in the non-cued group [Chi-square (1) = 10.16, $p < .001$].

The Attention Check

Two questions asked about the amount of attention students paid to the Channel One newscast; overall 75% (n = 60) of the students reported being at their desk when the bell rang, but only 50% (n = 40) said they watched the beginning of the Channel One cablecast which featured the presidential primaries story.

[Table 1 about here]

Fortunately, there is no difference between the schema-cued group and the non-cued group on the self-report of being at their desk or watching the beginning of the program. Of those at their desks when the bell rang, 79.5% were in the cued group and 70.7% were assigned to the non-cued group [Chi-square(1) = .82, n.s.]. Some 48.7% of those in the schema-cued group said they watched the cablecast at the beginning, while 51.2% of those in the control group said they watched at the beginning [Chi-square (1) = .05, n.s.].

Political Involvement and Interest Index

The political involvement/interest index represents 11 items. Each "yes" response was coded with a "1" and each no with a "0." The 0 and 1 scores were then normalized. Table 1 indicates the percent of subjects answering yes to each of the questions plus the Z-score value assigned to a "yes" answer. Those activities that are rare for this group of high school seniors, i.e., giving money to a candidate, wearing a button in support of a candidate, and putting a bumper sticker on a car received the highest Z-score values. One question asked how interested the subjects were in the 1992 election; the three responses ("Very," "Somewhat," or "Not" were assigned the values of 2, 1, & 0, respectively) were also normalized. An overall total political involvement/interest score was created by summing the Z-scores for the 11 questions. The range for the involvement/interest index was from -9.97 to 19.7, with a mean of 0 and a standard deviation of 5.3. The reliability coefficient (Cronbach's Alpha) for this index is .67.

Next, subjects were categorized as "high" on the political involvement/interest index if they received a score above .32; 56% of the subjects (n = 45) were categorized as high while 43.8% (n = 35) were categorized as low. The level of political interest did not differ significantly for those in the cued group (M = -.128) versus those in the non-cued group (M = .122), [T(78) = .21, n.s.].

[Table 2 about here]

Knowledge of Outcomes of Presidential Primaries

The 7-item knowledge index allowed for 21 correct responses. The mean number of correct answers was 8.8 with a standard deviation of 6.3 (range was from 0 to 21). The index has a reliability coefficient (Cronbach's alpha) of .93.

As expected, there is no main effect on the amount of political knowledge for the cued condition (M = 9.5) versus the control condition (M = 8.1), [F(1,78) = .93, n.s.], but as earlier research suggests, there was a main effect for high political involvement (M = 11.4) versus low involvement (M = 5.4) [F(1,78) = 26.3, p < .001]. Those students classified as high in political interest and participation knew more than twice as much about the previous day's primaries as did students with low levels of interest.

The interaction hypothesis is supported with a significant F-ratio [F(1,78) = 5.39, p < .024]. Those students with high political involvement scores and who also received the schema cue had a mean knowledge score of 13.1 compared with a mean knowledge score of 9.6 for those who did not receive the schema cue [T(43) = 2.37, p < .024]. The difference in knowledge for those low in political involvement and interest who received the schema cue (M = 4.3) versus who did not receive the cue (M = 6.3) was not significant [T(33) = 1.05, n.s.].

[Table 3 about here]

DISCUSSION

This research found that high school seniors who scored high in political involvement and who received a short cue (266 words) about one of the topics covered in that morning's Channel One newscast had a 36% higher level of recall of information about the presidential primaries' outcomes than did other high school seniors high in political involvement but who were not cued about the content.

These findings suggest that for students who care about a subject and who already have a complex conceptual framework for the subject, their learning (as measured by recall of content) from a televised news story will benefit from even a very brief conceptual cue. This

finding corroborates other research that students whose teachers integrated Channel One newscasts into classroom lessons showed greater knowledge of current events than did students whose teachers did not integrate the newscasts (Supovitz, 1991). The current study extends that research by suggesting that even a brief conceptual cue can elicit a powerful learning payoff for students who have some initial interest in the topic of the news stories.

It would appear that the value of Channel One in the classroom could be boosted by distribution of background information pertaining to topics being presented on the newscasts. Whittle Communications provides guides and classroom materials for use with the Channel One program, however, teachers have been cautious in using them. Additional research is needed to examine the influence of a stronger and more complex conceptual cue for students who are not highly motivated to seek information as well as those who are highly motivated. Teachers and researchers may also want to explore how to increase students' interest in a topic, and thus motivation to attend to news programming about that topic. For example, students may be more motivated to attend to news stories about the economy if they are reminded of the link between economic conditions and their ability to secure summer employment or a job after completing their education.

Additionally, researchers, parents, and teachers need to know more about the influence of the Channel One newscasts' commercial content upon the student audience. Many teachers and researchers have indicated a concern about the effects of commercials on students watching Channel One. Although this was not the focus of our research, we did ask an open-ended question about what other content was remembered from Channel One. The following indicates the proportion of students who mentioned each story topic: 1) Other political stories in the news that morning, 43.8%; 2) Arafat's plane crash, 40%; 3) Student involvement in politics, 36.3%; 4) The Teacher of the Year, 20.0%; 5) Commercials for food, generally, 21.3%; 6) Concern over the loss of ozone, 17.5%; and 7) A Snickers

commercial specifically, 16.3%. Serendipitously, our control condition was text about good nutrition. Post hoc we compared the responses of those who read the good nutrition text with those who did not. We found no differences between the two groups for mentions of the food or Snicker commercials. This would lend some tenuous credibility to the notion that recall for the commercial products is not enhanced by attention to the news content in the programming or even by cuing students about nutrition.

Discussion of these findings would be incomplete without a discussion of potential alternative explanations for the effects and of limits on the generalizability of these findings. As a post-test only experiment, without the potentially biasing effects of a pretest, and with random assignment to cued and non-cued groups, most alternative explanations can be ruled out by the design. But the issue of generalizability is not easily dismissed. Because this study was conducted in a single high school in a mid-sized southern university community, we must ask: Would this be true for other students in other schools in other communities with other topics? The authors see no theoretical reason to expect that there are communities or schools where students who are interested in a topic and receive some sort of cue about the topic would not learn from the Channel One programming about that topic, unless they have been socialized to discount Channel One as a credible source. In fact, this suggests an interesting opportunity for study. Many communities have had extended debates about the merits of Whittle Communication broadcasting Channel One to schools in those communities. We would expect that where these debates have been particularly acrimonious, the students would have less trust in Channel One and learning would be less, particularly for the motivated student who is likely to have many other sources of information about the subject.

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ENDNOTES

1. New York, California, and Rhode Island have banned Channel One from state-supported schools because of objections to the advertisements.
2. Whittle Communications assures the final contractual condition is met by providing satellite receiver dishes fixed in one position to receive only Channel One and other programs broadcast by Whittle. All equipment must be returned if the school no longer wishes to participate.
3. A schema is a "cognitive structure that represents organized knowledge about a given concept or type of stimulus" abstracted from experience (Fiske & Taylor, 1984 p. 139). People acquire schemata about events, individuals, the self, and roles (Fiske & Taylor, 1984 p. 149). Because much news content generally centers around specific events, event schemata may be the most relevant to news processing (Wicks, 1992).
4. Eligibility for the study was contingent on the student's returning a signed parental consent form. Students 18-years-old or older could sign their own consent forms. On the day of the study 81 of the eligible students were present. Subjects were divided nearly evenly by gender, with 42 (52.5%) females and 38 (47.5%) males.
5. All participating students were randomly assigned to treatment and control conditions by randomly alternating the booklet they received.
6. Researchers observed that students generally complied with instructions to read the text sheet.
7. One student was dropped from the study because a researcher observed another (not eligible) student completing the questionnaire.
8. The following is the text read by the cued group prior to viewing the Channel One news program:

"How does a presidential candidate win his/her party's support to run for the Presidency?"

The presidential candidates have to get delegates in each state, from his or her party, (usually Republican or Democrat), to nominate him or her at the party's national convention. A delegate is a representative of the voters.

But just how do candidates get delegates? One way is by winning votes from voters in state primaries. That's why presidential primaries are so important!

Voting in primaries is the first step voters take toward electing the President. But remember--when you vote in a primary you are really giving your support to delegates who will nominate your candidate at the national convention. You aren't actually voting for your candidate but for delegates who will nominate your candidate.

The number of votes each candidate receives in each state primary entitles him or her to a certain number of delegates, based on the state's population.

Not every state has a primary--in some states party representatives vote on how many delegates each candidate will get.

This summer the Democratic and Republican delegates will go to their party's convention, the Democrats to New York City, and the Republicans to Houston. At the convention the delegates will nominate the candidate they want to run for President. The candidate who gets the most delegates gets the party's nomination.

So, the purpose of the primaries is to help the Democrats and Republicans choose which delegates will go to the party conventions this summer. At the conventions these delegates will nominate the candidates who will run for president this fall."

Table 1. Manipulation Checks

Questions Group	Not Cued (% Correct)	Cued (% Correct)	Cued + Involved (% Correct)
1. In what city will the Republican National Convention be held this summer? [Chi-square (1) = 9.76, p < .002]	7.3	35.9	47.8
2. Who will nominate a Presidential candidate at the Republican National convention? [Chi-square (1) = 10.16, p < .0021]	51.2	84.6	100.0

Table 2. Political Involvement and Interest

Questions	Yes (%)	Yes (Z score)
1. Have you worn a political button in support of a 1992 Presidential candidate?	2.5	6.21
2. Have you put a political bumper sticker on your car or any place else in support of a 1992 Presidential candidate?	2.5	6.21
3. Have you given any money to support the election of a 1992 Presidential candidate?	2.5	6.21
4. Have you attended any political meeting in relation to the 1992 Presidential election?	3.8	5.03
5. Have you been discussing the 1992 Presidential with your family, friends, or in class?	86.3	0.40
a. With family?	66.3	0.71
b. With friends?	70.0	0.65
c. In class?	65.0	0.73
d. Others?	3.8	5.03
6. Are you currently working on the campaign of any Presidential candidate?	5.0	4.33
7. How interested are you in who is elected President in the 1992 election?		
Very interested	43.8	1.02
Somewhat interested	47.5	-0.55
Not interested	8.8	-2.11

Range for index Z-scores: -9.97 to 19.7; mean: 0; SD: .53.

Cronbach's alpha for the index: .67

Table 3 (pp 26-28). Political Knowledge

Questions	Cued (% Correct)	Cued + Involved (% Correct)	Overall (% Correct)
1. The Presidential campaign was in the Channel One news today	84.6	95.7	90.0
2. The type of election that was held today is called: congressional election, presidential primary, presidential primary, or don't know.	69.2	87.0	67.5
3. In what states were people voting yesterday? Open-ended; p*ossible correct answers were:			
Kansas	28.2	39.1	28.8
Minnesota	12.8	17.4	11.3
New York	51.3	73.9	52.5
Wisconsin	33.3	52.2	22.5
4. Who were the Democratic candidates in yesterday's elections? Open-ended; possible correct answers were:			
Jerry Brown	66.7	91.3	70.0
Bill Clinton	69.2	95.7	73.8
Paul Tsongas	59.0	82.6	58.8

Table 3 (pp 26-28). Political Knowledge

Questions	Cued (% Correct)	Cued + Involved (% Correct)	Overall (% Correct)
5. List the Democratic winners and the states in which they won yesterday:			
Open-ended, possible correct answers were:			
Clinton	59.0	82.6	58.8
Kansas, Minnesota, New York, or Wisconsin	56.4	82.6	55.0
Clinton	48.7	69.6	35.0
Kansas, Minnesota, New York, or Wisconsin	30.5	43.5	22.5
Clinton	41.0	60.9	27.5
Kansas, Minnesota, New York, or Wisconsin	23.1	34.8	15.0
Clinton	30.8	47.8	18.8
Kansas, Minnesota, New York, or Wisconsin	12.8	17.4	7.5
6. In what city or cities was the Channel One reporter when he/she reported yesterday's election results? Open-ended	30.8	43.5	31. 3

Table 3 (pp 26-28). Political Knowledge

Questions	Cued (% Correct)	Cued + Involved (% Correct)	Overall (% Correct)
7. Which candidates did Channel One show giving a speech after the election results had been announced? Open-ended, correct answers were:			
a. Jerry Brown	48.7	65.2	46.3
b. Bill Clinton	61.5	82.6	60.0
c. Paul Tsongas	30.8	43.5	22.5
Correct answers for each group (mean number)*	9.5	13.1	8.8

*Total number possible of correct answers was 21, the range 0 to 21, and the median 8.5; Cronbach's alpha: 0.93.